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UNIVERSITY OF MASS. AMHERST

Statewide Emergency Telecommunications Board

Train The Trainer Program

Train The Trainer Program Policy

SETB TRAIN THE TRAINER PROGRAM POLICY

Program Justification and Criteria:

The SETB Train the Trainer program is designed primarily for post-implementation training purposes and possibly for large city implementation training such as in the cities of Worcester and Boston.

The SETB Train the trainer program will train individuals sponsored by Public Safety agencies to be able to teach the Enhanced 9-1-1 curriculum to any new Enhanced 9-1-1 telecommunicators within their cluster. The SETB-certified trainers would be available to the agency's and departments within their "cluster" to provide this course. The SETB would provide trainer manuals, exams and would also continue to administer and correct exams and provide operator ID numbers.

All potential Train the Trainer candidates will:

* have successfully completed a 16 hour implementation training course

* have completed all administrative requirements for the Train the Trainer course

* have successfully completed the Train the Trainer course

* have participated in team teaching at least one 16 hour course with SETB staff

Program Foundation and Administration:

As a part of an agency / department's agreement to sponsor an individual to become a certified SETB Enhanced 9-1-1 trainer, it is the requirement of an agency to allow that trainer to provide any necessary Enhanced 9-1-1 training in their cluster, on agency time, as coordinated by the SETB. The SETB will continue to monitor, administer, evaluate and coordinate all Enhanced 9-1-1 training. At a minimum, this includes the following:

* the SETB will be contacted 14 days prior to any scheduled Enhanced 9-1-1 training

* the SETB staff will prepare and provide training materials, coordinate the use of the SETB's permanent training site(s), administer exam process, provide operator ID numbers and certificates

* the SETB will maintain all course records and files

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Certified agency-sponsored Enhanced 9-1-1 trainers shall only teach under the direction, coordination and approval of the SETB Training Department. No outside agency could contract SETB certified Enhanced 9-1-1 trainers to teach the Enhanced 9-1-1 curriculum without approval, authorization and administration of the SETB. The SETB continues to maintain all programmatic, administration and oversight of the Enhanced 9-1-1 course.

An annual Train the Trainer "In service" / "Refresher" course will be conducted for update of information and skills. Attendance is required to maintain certification.

Curriculum:

The SETB's Enhanced 9-1-1 Train the Trainer Program will consist of ALL requisite training materials including audiotape and videotape components where deemed appropriate. The curriculum shall include:

* APU - Functions / Use (MAARS Electrokey and Comcentrex)

* PSAPs

* E 9-1-1 Database

* E 9-1-1 Call Handling

* E 9-1-1 Special Circumstance Calls

* Ancillary Equipment

* SRC

* ACD Overview

* Adult Learning Theory, Teaching Strategies and Training Techniques, Training Aids and Classroom Management will all be incorporated into curriculum delivery and as a part of the lesson plans.

SETB
Enhanced 911 Training Program Overview

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Overview of SETB Enhanced 911 Telecommunicator Training Program

This segment of the course introduces the potential trainer to the SETB's Enhanced 911 Telecommunicator Training Program. Train the Trainer candidates will be provided with comprehensive review of each segment of the SETB's E911 Training Program Curriculum, a sequential plan for curriculum delivery, incorporation of audio, video, and all ancillary class materials, and the utilization of the instructor lesson plans combined with student manual.

Train the Trainer candidates will be provided various strategies to teach curriculum segments of the E911 Telecommunicator Training Program.

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Utilizing lesson plans and student materials

The instructor of Enhanced 911 telecommunicator skills must utilize lesson plans and other material that are provided for use by the SETB. The lesson plan provides a guide that the instructor uses as "blueprint". This allows the trainer to more effectively plan instruction, and to organize the presentation of material in an orderly, easily understood manner.

The SETB provides lesson plans for use in the classroom phases of the new-hire instruction / training. Instructor manuals and student guides are provided so that the instructor may apply energies toward the actual preparation of the teaching format and the media used to deliver the information.

There are five basic steps to the successful utilization of a lesson plan. They include:

A. THE PLANNING STAGE

1. In this stage, the instructor must become thoroughly familiar with the area of knowledge that is to be addressed.

2. The instructor must review the learning goal for each unit.
   a. The learning goal defines the overall educational direction for the unit. It describes the purpose of the unit.

3. The instructor must review the learning objectives for the unit.
   a. These learning objectives define specific observable behaviors that will be accomplished by the student through the study of the unit material.
   b. Learning objectives define the evaluation tools that will be used to evaluate the student.

4. The instructor must preview and/or test all audio and video support, models, simulators, and other teaching aids to be used in the course.

5. In the E911 Telecommunicator Training Program, the planning stage consists of acquiring all of the materials needed, reviewing the course content, setting up the class facilities, and ensuring that all students are properly notified and arrive at class at the appointed time.

6. The instructor must review the student manual to become familiar with its contents and to plan the proper usage of the material.

B. THE INTRODUCTION

1. The introduction does many things, such as:
   a. Alert the student as to what to expect during the presentation.
   b. Help the student prepare personal existing knowledge for the addition of new information to be presented.
   c. Alleviate student concerns about their abilities to master the materials.
   d. Focus the group on the presentation.

The format for the Introduction is left up to the individual instructor. Each instructor has a special way he or she uses to put a group at ease and begin the presentation. The instructor should point out the importance of the goals and objectives for the units.

C. THE PRESENTATION

1. The presentation should:
   a. Follow the outline of the lesson plan.
   b. Include "checks for understanding" often to ensure that the students are keeping up with the instruction.
   c. Include those enhancements and practical exercises that allow the students exposure to the material in more than one manner.
   d. ** The instructor should develop alternative strategies for presentation as a "plan B".

D. THE APPLICATION

This step is designed to give the student an opportunity to demonstrate his or her grasp on the new material. This step can:
   a. Affirm the instructor's success during the presentation.
   b. Reveal areas that should be given greater attention.
   c. Demonstrate student readiness to proceed to the next unit of instruction.

Application can be accomplished in a variety of ways, such as:
   a. Controlled class discussion, pointed to the application of the new material to existing knowledge and situations.
   b. Demonstrations through group activities.
   c. Demonstrations through individual activities.
   d. Simulations and other practical applications exercises.

E. EVALUATION

1. The final step is to have the student formally demonstrate a grasp of the information and skills. By this time, the students should be confident in their skill levels, and have obtained remediation in areas of weakness.

2. Evaluation can be accomplished by:

* Written testing
1. Quizzes
2. Final written evaluation of knowledge

* Oral testing
1. Questioning during class to "check for understanding"

* Performance testing
1. Observed performance objectively evaluated

Classroom Design

Certified SETB Trained Trainers may utilize the SETB's permanent training site to conduct classes.

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Introduction - Training

Training is the process of teaching specific skills, knowledge and abilities to individuals or groups. As a trainer, one of your primary tasks is to communicate with your target audience in such a manner that they will understand and be able to apply the training information to a "real life" situation. Good training is useful training.

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Instructional Process

1. Guidelines for effective presentations:

    A. Speak extemporaneously

        1. Do not read from the manual or other reference material, unless you are quoting.
        2. Do not read the student manual to the students.

    B. Never apologize

        1. Do not offer excuses for being late, unprepared, etc.
        2. Do not apologize for the facilities, etc.
        3. Apologies are seen as weak excuses.

    C. Stay within the time limits

        1. Running overtime or under time shows unpreparedness and lack of planning.

    D. Be sure you can be seen and heard

        1. Check these before class, then check again when the students arrive.
        2. Instructors may need to alter personal style, such as improving voice and articulation.

    E. Keep eye contact

        1. Eye contact forms a psychological bond with the students. Poor eye contact takes away credibility from the instructor.

    F. Use meaningful and natural gestures

        1. Gestures must be used. Over 90% of communication is non-verbal.

2. Training Do's and Don'ts:

A. DO's

1. DO let the learner know that you are always willing to help them learn.
2. DO give positive recognition for the skills learned.
3. DO keep learners informed on how well they are doing and where they need improvement.
4. DO ask learners often what you can do to help them do a better job.

B. DON'Ts

1. DON'T assume that all people learn at the same pace.
2. DON'T feel that a task is easy to learn just because you found it easy.
3. DON'T assume a learner will continue to do something the way that you demonstrated. Skills do sometimes slip.
4. DON'T assume that a learner knows how to do something well just because he/she has had experience.
5. DON'T demand perfection too soon.
6. DON'T just act interested in a trainee's learning. BE INTERESTED.
7. DON'T ridicule a learner for making a mistake. Let the mistake be a learning experience.

3. Suggestions for speaking before a group:

A. Presentation Preparation

1. Know the material well; be an expert.
2. Practice your presentation.
3. Check on facilities and AV equipment in advance.
4. Obtain information about the group in advance.
5. Exhibit advance preparation through handouts, room set-ups, and knowledge of the subject.

B. Effective Presentation Techniques

1. Use involvement techniques and get the group members to participate. This also serves to take some of the pressure off of you as the instructor.
2. Learn the participant's names and use them.
3. Establish your credibility early.
4. Use eye contact to establish rapport.
5. Anticipate potential problems. Utilize a trainers emergency kit, which should include things like a roll of masking tape, extra bulbs for projectors, an extension cord, etc.
6. Prepare an outline and follow it.
7. U se your own style and words. Trainees will know if you are copying or imitating someone else, and it will hurt your credibility.
8. Provide an overview of the course. State the end objective.

C. Coping with the fear of public speaking

1. Realize that you are not alone. The fear of public speaking is the number one fear of Americans, even greater than death itself.
2. Accept some fears as being good, and giving you the extra motivation to be your best.
3. Relax. Breathe deeply, meditate, and talk to yourself in a positive way.
4. Manage your appearance, dress comfortably and appropriately. This will add to your confidence level as well as establish a professional image.
5. Rest up so that you are physically and psychologically alert.
6. Put yourself in the trainee's shoes and assume they are on your side.
7. Give emphasis to the first five minutes with super preparation.
8. Imagine yourself as a good speaker, feeling comfortable in front of the group and in complete control of the training session. This is a self-fulfilling prophecy.

MEDIA

Media is defined as the way or manner chosen to deliver the instructional material to the student.

The traditional choice of delivery for classroom instruction is PLATFORM TEACHING, or standard lecture format.

A. Platform teaching will be used as a base, but other media choices may enhance the lecture presentation style. These choices may include:

1. Audio or video tape
    a. Tapes are helpful as:
        1. Demonstration tools
        2. A focus of discussion (recognizing proper and improper behavior)
        3. Example
            a. If used as an example, only positive examples should be used.
            b. If negative examples are used, they should be prefaced with the explanation of the fact that they are the WRONG way to do things.

2. Overhead transparencies

3. Handout materials
    a. Handouts are used to give the student a permanent record of material in printed form.

4. Simulations and role plays

5. Demonstration
    a. This allows the student to observe the proper procedures being done, and apply that observation to the learning process.
    b. Demonstrations must be carefully planned and practiced before presentation to the class.

6. Drill and Practice
    a. In drill and practice, the student is led through practical exercises to build skill and knowledge.
    b. Drill and practice is used in teaching repetitive skills and other tasks that must become "automatic".

7. Tutorials / Job Aids

SETB
Enhanced 911
Telecommunicator Training
Program Curriculum

Course title Statewide Emergency Telecommunications Board's Enhanced 911 Telecommunicator Training

Lesson title

Author SETB

Classroom hours 16 hours

Date written April 1995

Audience Public Safety Personnel

Date revised

Class size 10

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Goals

The goals of this 2 day/16 hour training program are as follows:

* Provide an understanding of the technology and operation of Enhanced 911 (E911) system and equipment.
* Provide an appreciation for the public benefits of the E911 system.
* Define the Call Handling and TTY Call Handling Procedures that are appropriate for E 911.

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Objectives

At the completion of this course, the student will be able to:

- Explain in writing and orally what the Enhanced 911 (E911) system is and how it operates via written and practical exams.
- Describe, in writing, and demonstrate how an E 911 call will be processed on the Answering Position Unit including how the call is originated, routed, transferred and terminated via written and practical exams.
- Discuss in writing and orally, an appreciation for the public benefits of the E911 system as outlined by the standards via written and practical exams.
- Operate the telephone equipment via hands on practical exercises.
- Demonstrate orally and in writing appropriate TTY Call Handling procedures for E911 via hands on practical exercises and the practical exam.
- Describe , in writing, and demonstrate via practical hands on exercises the operation and maintenance of ancillary equipment for E911 .
- Demonstrate, in writing and orally, the appropriate responses to problems with the E911 system.

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Testing procedures Multiple Choice Exam-40 questions. Practical Exam-10 Hands On questions generated via test bank.

Methods of instruction Lecture, video, discussion, practical hands on activities.

Aids etc. Training manual (student), Job Aid, ALI Discrepancy Form, Overheads, Videotape, Audiotapes, Pens/Pencils, Name cards, TV/VCR, Overhead Projector, Dry Erase Board, Student Evaluations, Written Exams, Practical Exams, Computer Exam Sheets, APU's, Simulator, Ancillary Equipment, and related technical equipment.

References SETB Standards

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Prerequisites

Currently employed, on the job, with a police department, a fire department, as an EMS dispatcher or as a civilian public safety dispatcher.

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Training environment

Classroom(s), variable number needed depending on training schedule, preferably in a U shape with enough space for APU's, simulator, and Ancillary Equipment.
Central office assumes responsibility for distribution/collection of student applications, creation of class schedules, and providing rosters.

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Instructor qualifications

* See Instructor Qualifications section attached to package*

** Testing Procedure Protocol:

Each class has a different test instrument which is generated via a test bank from Central Office. Each series of exams are returned to and graded back at the Central Office. Test result notifications are issued from the Central Office.

This is a curriculum based training program not an exam based program. Therefore instructors do not teach from individual exams.

Please Note:
The review, evaluation, and summary presentation apply to the entire curriculum.

Review Provisions

The content of the curriculum will be reviewed at the conclusion of each training site with feedback from trainers, trainee evaluations, systems analyst, public safety communities on line and Municipal Database Liaisons.

Technical information being delivered via training will be in a constant review and update mode.

Instructors will be reviewed via the protocol set forth in Instructor qualifications.

Evaluation Provisions

The training program will be evaluated by the Training Director, training Dept., Training evaluations, exam results and tracking evaluation for applicability of material.

Summary Presentation

Public Safety Communication Personnel shall be trained in the 911 Call Handling Procedures set forth in the Public Safety Answering Point Administration and Training Pre-Cutover sections of the Massachusetts Standards, 560 CMR 2.06 (1).

Segment Lesson Plan

Course Introduction/ Program Administration

Course title Enhanced 9-1-1 Telecommunicator Training

Lesson title Course Introduction / Program Administration

Author SETB **Classroom hours** 30 Minutes

Date written April 1995 **Audience** Public Safety Personnel

Date revised **Class size** 10

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Goals

The goal of this lesson is to provide an Introduction and Overview of the course, as well as to provide a review of all administrative issues as related to the Enhanced 9-1-1 (E9-1-1) 2 day / 16 hour program.

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Objectives

The trainer will provide, orally and in writing, to all students:

- all course administration information.
- an overview of the system.
- an overview of the examination process.
- a written outline of the training module schedule for the course.

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Testing procedures ** Refer to Intro A **

Methods of instruction

Aids etc.

References

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Prerequisites

** Refer to Intro A **

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Training environment

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Instructor qualifications

Outline	Trainer Notes
I. Course Administration Information Pass out roster, have students check name, and social security number, and then have instructor sign roster. Introduce yourself to class / with SETB, discuss briefly, agency Have students make "name tents" with paper provided Have students introduce themselves II. Written outline of the Training Module schedules for the Course Overview Program. Administration - Two (2) day program totalling sixteen (16) hours, eight (8) hours each day. **Day 1** -Five (5) hours on equipment -Two (2) hours on TTY -One (1) hour for lunch **Day 2** -Three (3) hours to review equipment -Two (2) hours Call Handling and Ancillary Equipment -Two (2) hours exam *Half (1/2) hour written *One and one half (1 1/2) hour practical on equipment -One (1) hour for lunch Breaks will be determined by instructor (suggested 10 minutes per hour) III. Examination Process: The exam will consist of two parts: Written and Practical a. Written: The written portion of the exam will be forty (40) multiple choice questions generated from a test bank maintained at the office. A different exam will be generated for each class conducted. No Job Aids allowed. b. Practical: The practical portion of the exam will consist of ten (10) exercises / hands on activities generated from a test bank maintained at the office. A different exam will be generated for each class conducted on an individual student / instructor basis. Job Aid may be utilized for this portion of the exam only.Tests are returned to office for grading and processing.	Student Manuals, Job Aids, Note Paper, Ali Discrepancy Form, Pen/Pencil should be out at each desk site prior to student arrival.

IV. Introduction to E9-1-1 System:

Enhanced 9-1-1 is a collaborative effort between the Massachusetts Statewide Emergency Telecommunications Board (SETB), NYNEX, and Municipal Public Safety Officals.

By the conclusion of the Implementation Phase of the Project, approximately 271 Public Safety Answering Points will be installed with a minimum of four 9-1-1 lines and two Answering Position Units.

All 351 communities throughout the State will be served by Enhanced 9-1-1.

Show E9-1-1 Video

TV / VCR Video is twelve (12) minutes long

Segment Lesson Plan

Enhanced 9-1-1 Overview

Course title Enhanced 9-1-1 Telecommunicator Training

Lesson title Enhanced 9-1-1 Overview

Author SETB **Classroom hours** 1

Date written April 1995 **Audience** Public Safety Personnel

Date revised **Class size** 10

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Goals

The goal of this lesson is to provide the students with an overview of the technology and operations of Enhanced 9-1-1 system and its function; E9-1-1 database development and Selective Routing Process of an E9-1-1 call.

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Objectives

Upon completion of this lesson; the student will be able to explain in writing and orally:

- the overview of E9-1-1 technology;
- the operation and function of the E9-1-1 system;
- the information contained in the E9-1-1 database and the development of that database;
- the Selective Routing Process of a 9-1-1 call from inception to completion.

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Testing procedures ** Refer to Intro A Section **

Methods of instruction

Aids etc.

References

Outline	Trainer Notes
I. E9-1-1 System Overview	
A. Public Safety Answering Point (PSAP) Critical connection point between general public and assistance provided by public emergency services	Add acronym PSAP to white board Refer to Student manual 1-3 to 1-7
B. Review categories of PSAP's from Student Manual	Student Manual 1-3 to 1-4
Primary = first point of reception 911 calls Secondary = receives transfers from primary	Put diagram on board
Primary **Regional** **Default** (2 in MA, State Police - Framingham + Northampton) **Alternate** (your PSAP's back up) **Full** (only secondary that can transfer) **Limited** (can not reroute a call) **Ringing**	Discuss local configuration of Primary, Alternate and Secondary PSAPs
C. Modular ANI/ALI Retrieval System (MAARS) This is the type of equipment - APU, TTY, Ancillary etc.- utilized in PSAP	Refer to APU Equipment and to Student Manual 1-5 Put MAARS acronym on white board
D. E9-1-1 Database The database utilizes information from municipal, state, and telephone company sources. The MSAG (Master Street Address Guide) is a principal piece of database information, it contains data on all street names and numbers. MSAG must be 98% accurate prior to a community going on line. MSAG is maintained by a Database Management Center (DMC) of NYNEX.	Put MSAG acronym on white board
E. Emergency Service Numbers (ESN) -3 digit code number	Add ESN to white board
Every working telephone line in state has one which: 1. Identifies Police, Fire, Ems agencies that service that location. 2. Determine to which PSAP a 9-1-1 call is routed.	Refer to Student Manual 1-6 and Overhead #1
F. Emergency Service Zone (ESZ) The 3 major public or private agencies that cover that subscriber address.	Add ESZ to acronym Refer to Student Manual 1-6 and Overhead #2
G. Selective Routing routes / directs 9-1-1 calls to appropriate PSAP by reading the ESN / ANI information.	Refer to Student Manual 1-7 and Overhead #3

Segment Lesson Plan

APU Equipment

Course title Enhanced 9-1-1 Telecommunicator Training

Lesson title APU Equipment / Answering Position Unit

Author SETB **Classroom hours** 2

Date written April 1995 **Audience** Public Safety personnel

Date revised **Class size** 10

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Goals

The goal of this lesson is to provide students with a thorough understanding of the Answering Position Unit (APU) to include all keys, mode, screens, information and operational processes as it pertains to the use of the equipment.

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Objectives

At the completion of this lesson the student will be able to identify in writing and demonstrate in practical exercises, the following:

- Where the ANI screen is located on the APU, what the ANI screen is and what information it contains (e.g. APU modes, broadcast messages, TTY dialogue).
- Where the Line Pick Up keys are located on the APU, what they are and what they are utilized for.
- Where the Single Button Transfer keys are located on the APU and what they are utilized for.
- Identify the two types of APU models.
- Where the Dial Pad keys are located on the APU and what they are used for.
- Where the Function keys are located on the APU, what they are utilized for, the processes associated with each one.
- Where the ALI screen is located on the APU, what the ALI screen is and what information it contains (e.g. class of telephone service, disability indicator, etc.).
- The log on / log off process.
- The required answering protocol for E9-1-1 in Massachusetts.
- The operation, abbreviations and preprogrammed messages associated with TTY on the APU equipment.

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Testing procedures ** Refer to Intro A Section **

Methods of instruction

Aids etc.

References

Outline	Trainer Notes
I. Answering Position Unit - APU	Will keep a list on white board of acronyms, as we proceed through class, for reference
A. APU Overview: -APU is additional equipment - not replacement equipment -All 9-1-1 calls will come in on your APU -Discuss - compare and contrast the two APU models: Rack Mount v. Desk Top -APU is for emergency calls only	Refer to Student Manual pages 2-2 and 2-3 refer to equipment and models in book List APU on white board Overheads #4 and #5
B. Automatic Number Identification (ANI Screen) -small center screen on APU	If appropriate discuss the Simulator and its use in class, assign "lines" to students (1-10)
1. Two (2) rows with twenty (20) characters on each row a. Top Row First position id the Numbering Plan Digit = NPD which identifies area code: 1=617 2=508 0=R/VT 3=413	Refer to Student Manual 2-4 and 2-5 List ANI on white board Use Overhead #6 Reference APU Refer to Student Manual 2-6 list NPD on white board
Second set of numbers is the callers telephone number (ANI) Character #12 = Status Field phone on hook (not in use), phone off hook (in use) Character # 13 = APU Modes The current mode that the APU is in: I = Idle E = Emergency A = Administrative X = Transfer D = Disabled Character #14 = TTY Mode Flashing T indicates APU is in TTY/Teletypewriter Mode Characters # 15-20 review via student manual 2-6	write NPDs on white board Refer to Student Manual 2-7 and 2-8 Use overhead #7
b. Bottom Row Operator ID number, Date and Time If APU is in TTY mode conversation will scroll across bottom row A broadcast message may also appear on this bottom row	Demonstrate what an abandoned call looks like (character # 16) Refer to Student Manual 2-5 and 2-6 Use Overhead #8
C. Line Pick Up Keys: Two (2) rows of ten (10) keys 1. On the first row = 9-1-1 lines Red and Green lights on each key / LED lights (light emitting code)	Demonstrate by pressing "RDL" key Refer to Student Manual 2-13 Reference APU

Incoming call the line will ring and the red light flashes (60 times / minute)	Demonstrate LED lights
Press key where red light flashes and green light comes on to identify you've answered the call	Remind students line pick up keys You need to press that key to pick up that line
Call needs to be picked up within six (6) rings, if not call gets rerouted to alternate PSAP	
Calls must be answered via new E9-1-1 protocol Discuss why - standard response system has to be transparent to the caller because of the back up provisions built into the system	Use overhead #9 Have student answer call this way during class
Multiple incoming 9-1-1 calls - answer, put on hold, answer next and prioritize according to local/departmental procedures	
Always preface putting a call on hold	Stress the notion of local/departmental procedures
When you receive a 9-1-1 call you will get information on name and address on the bigger APU screen (ALI Screen)	Identify and locate on APU
2. Second row of line pick up keys "Two Way Emergency Line" Key = Only outgoing line on unit, 7 digit line buried in white pages of phone book, no ALI info, people call for anonymity	
Line is recorded	
Inter PSAP Key = Not a published number only for PSAP use incoming calls only	Write PSAP acronym on board Discuss PSAP briefly "Public Safety Answering Point" Send a call to students via simulator have them watch blinking lights, answer it according to new protocol, release call
D. Single Button Transfer Keys	
Numbers preprogrammed by NYNEX in conjunction with your city or town Desk model has 14 Single Button Transfer Keys Rack Mount has 34 Single Button Transfer Keys Single Button transfers can only be done on 9-1-1 lines, they are as they say - "Single Button Transfer Keys"	See Student Manual 2-14 Locate on APU
1. Key #9 "Record Key" - For Non-emergency calls that come in on 9-1-1 lines. This key would transfer person to a pre-recorded message. Standard key in Massachusetts. Cannot be utilized with TTY.	Stress the use according to local standard operating procedures Ask class to discuss why not? Because it is a voice recording. Refer Students to Job Aid
2. Key # 12 = Manual Transfer Key - Two options with this key:	
a. 911 call comes in, hit #12 key and use dial pad to transfer to a non-preprogrammed number, wait for connection and release.	Send a simulated call to students have them transfer to 1-508-555-1234.

b. 911 call comes in, hit #12 key, and utilize speed dial programmed number (00-99), mem key and two (2) digit code.

Send a simulated call to students and have them transfer to speed dial 47.

Speed dial numbers are programmed by a designated individual in the department utilizing codes 00-99.

Simulations, send calls
* transfer to poison control (single button)
* transfer to #33 on speed dial
* transfer to 508-434-1215

3. Three ways to transfer a 9-1-1 call:
- single button
- # 12 key and dial pad
- # 12 key and speed dial (memory key plus 2 digit code)

See student manual 2-15 and 2-16
Locate on APU

E. Dial Pad Keys

Standard telephone touch-tone button dial pad with addition of four keys on right.

1. LDA = Long distance access key not used in MA.
2. MEM = 3 uses for Memory Key

Refer students to Job Aid

a. Log On / Log Off Operator ID Number

When you successfully complete the course the SETB will assign you an Operator ID Number via mail.

See student manual 2-12
Locate on ANI Screen on APU
Identify who SETB is, add to acronym list

Log On, at the start of shift, with phone in Idle mode MEM 0 # _ _ _

Have class log on with 123
Have class log off
Have class log on again

Log Off, at end of shift with phone in Idle mode MEM 0 # 000

b. Preprogrammed Messages for TTY

MEM * _____ (MEM Key, Star Key, Single Number)

Students refer to back of Job Aid

c. Memory Dial / Speed Dial

To speed dial a programmed number on Two Way Emergency Line (Only outgoing line) MEM Key and 2 digit code 00-99
Up to 100 numbers may be programmed into APU - (00-99) - This will be done by a designated supervisor on dept.

Students refer to back of Job Aid

3. HFL (Hookflash) Key

Three Way Conference Call (Use this feature on Two Way Emergency Line Only)

Refer students to Job Aid

Have class do as a whole

While on line, follow process below:
Hit HFL Key, dial desired number, Hit HFL Key again.
This establishes that three way conference call.

Have class do Hookflash 3 Way Conference Process again
Refer students to Job Aid

To answer additional incoming calls put on "Hold" ... Press Two Way Emergency line to get back into conversation

Have students practice this

4. RDL (Redial) Key

- Access two way emergency line and press RDL Key to redial last number dialed.
- In Idle Mode if you press RDL Key it will display the last broadcast message if any.
- Can be used to dial a stored ANI

Refer to Student Manual 2-17 to 2-20

Refer student to Job Aid

F. Function Keys:

APU has 12 Function Keys

1. ANI STO/RCL Key:

-You can store up to 5 ANI / ALI
-You must hit this function key ANI STO/RCL before you hang up / release call.
-You may then recall the ANI / ALI when in the Idle or Administrative Mode.

To redial a stored ANI / ALI
-Access outgoing line - press ANI STO / RCL button -untill get to appropriate number, hit redial (RDL key)

Locate on APU
Send students 2-3 calls have them store them ANI STO / RCL should be utilized for hang up, silent and abandoned calls.

Refer students to Job Aid
Discuss
O- Outgoing Line
A- ANI STO/RDL Button
R- RDL Key
process

2. Audio Button Key:

-Enables increase or decrease of ring pitch / audio volume
-Audio Transmit and Receive volume returns to normal when call released
-Ring pitch and ring volume must be manually returned to original setting

Refer students to Job Aid

Send students a call and have them adjust ring pitch and volume

3. Relay Key:

- this key will silence the alarm should it go off at the APU or control cabinet
-Press Relay Key, then 000
-any time alarm sounds, silence it and then call the SRC at 1-800-E911 Help

Refer to Job Aid and to Student Manual 2-19

Set off alarm have one student at time silence alarm

List SRC on board, discuss who SRC is, where they are located and telephone number

4. Print Key:

-Not to be utilized

Refer students to Job Aid

5. Cancel Key:

-You can cancel any function or transfer and you have 20 seconds to do so.

Refer students to Job Aid

6. TTY Key:

-Teletypewriter
- Hit the TTY Function Key twice to enter TTY mode especially to answer a silent call because it may be a TTY call

"Tweedle" Sound = APU will automatically put into TTY mode and send the first preprogrammed message.

Send students a call and have them go into TTY mode

Refer students to Job Aid
Demonstrate this sound for class on TTY

7. ALI Req Key:

-Allows for an ALI to be resent if no information originally appears on -ALI screen, and; When in TTY mode it allows you to "Toggle" between TTY conversation and ALI information on the ALI screen

Send students a call, have them go into TTY mode, send a preprogrammed message and have them toggle

8. Add on Key:

This allows you to add an additional party onto your 9-1-1 conversation
9-1-1 call - put on hold, hit Add On Key
Access outgoing line, dial desired number
Go back to 9-1-1 call and pick back up / access line

Refer students to Job Aid

Send students a call and have them do this add on process

9. Recall Key:
-Provides a fresh dial tone without releasing the line.
-On outgoing 2 way emergency line only!

10. Signal Key
-Not being used in Massachusetts

11. Hold Key
-Places a call on Hold

12. Release Key
-Disconnects a line from APU

G. Automatic Location Identification / ALI

ALI is activated by the ANI....database accesses ALI information

ALI is caller's location identification
Review ALI information

1. Class of Telephone Service
2. Disability Indicator Codes

A voluntary indicator you may see on ALI display. Advises of disability at that address.

H. Review quiz pg. 2-24

Refer students to APU and to Student Manual 2-20

Refer to Student Manual 2-9 to 2-11

List ALI on white board

Reference APU
Use Overhead #10

Use Overhead and Student Manual 2-10 for both 1 and 2

Stress that it is not mandatory - citizen requests this info be on ALI screen
Does not mean caller has the disability

Have class do the review quiz

Segment Lesson Plan

SRC /
Service Response Center

Course title Enhanced 9-1-1 Telecommunicator Training

Lesson title SRC / Service Response Center

Author SETB

Classroom hours 1

Date written April 1995

Audience Public Safety Personnel

Date revised

Class size 10

****

Goals

The goal of this lesson is to provide students with a thorough understanding of the role and function of the SRC as it relates to Enhanced 9-1-1 equipment to include alarm messages, control cabinets, and utilization of the ALI Discrepancy Form.

****

Objectives

At the completion of this lesson, the student will be able to identify in writing and demonstrate in practical exercises, the following:

- the role and function of the SRC: How and why to contact SRC
- the purpose of the ALI Discrepancy Form and how to utilize the form
- silencing an alarm and reporting alarms to SRC

****

Testing procedures ** Refer to Intro A Section **

Methods of instruction

Aids etc.

References

Outline	Trainer Notes
I. Service Response Center (SRC)	Refer to Student Manual 3-2 and 3-3
A. SRC	
1 - located in North Andover, MA.	Ask class what is SRC telephone number
2 - monitors 9-1-1 network and handles problems with the system.	
3 - any system problems, call SRC: 1 (800) E911-HELP.	
4 - control cabinet located in equipment room within PSAP and maintained by authorized personnel only.	
5 - system alarm messages silence by pressing RELAY Function Key, then 000. All alarms must be reported to SRC.	See Job Aid
II. ALI Discrepancy Form	Refer to Student Manual 3-4
A. E9-1-1 ALI Discrepancy Form is utilized to record and report all ALI discrepancies (i.e. - incorrect information)	
1. Completed form should be given to Municipal Database Liaison who will verify and validate and submit to NYNEX for input into database.	Refer students to form provided Advise of local database coordinator name

Segment Lesson Plan

TTY Usage / TTY Call Handling

Course title Enhanced 9-1-1 Telecommunicator Training

Lesson title TTY Usage / TTY Call Handling (TTY = Teletypewriter)

Author SETB **Classroom hours** 2

Date written April 1995 **Audience** Public Safety Personnel

Date revised **Class size** 10

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Goals

The goals of this lesson are to provide students with knowledge of Americans with Disabilities Act of 1990 and how it relates to public safety emergency services; an understanding of Deaf Culture, ASL, and teletypewriter usage (including terminology and functions); and TTY call handling.

****

Objectives

At the completion of this lesson the student will be able to identify orally and in writing and demonstrate in practical exercises the following:

- the application of ADA Title II to Public Safety;
- the specific issues of the deaf culture accessing public safety emergency services;
- the differences between ASL/American Sign Language and the English language;
- the terminology and functions of the TTY;
- and, the usage of TTY via application.

****

Testing procedures * REFER TO INTRO A*

Methods of instruction

Aids etc.

References

****

Prerequisites

REFER TO INTRO A

****

Training environment

* REFER TO INTRO A*

****

Instructor qualifications

SEE INSTRUCTOR QUALIFICATION / CERTIFICATION SECTION ATTACHED

Outline	Trainer Notes
I. Introduction / Overview Instructor introduces self and staff interpreter. Provides basic overview of working with deaf instructor and interpreter. Teach "yes" and "no" signs.	
II. Review of 9-1-1 mishap instances in the TTY community No trust of public safety within TTY community Discuss: - silent call...was it your past practice to just hang up, not knowing it could be a TTY call? - Tweedle call...did you used to think it was a fax? - Where is the TTY located in your dept.? Accessible? What should you do now that you are educated... silent call, tweedle call?	Overhead #11 - News Articles related to 9-1-1 and deaf community
III. Americans with Disabilities Act (ADA) effective 1990. There are 5 Titles to this act: 1. Employment 2. Public Services 3. Accommodations 4. Telecommunications 5. Miscellaneous Provisions Title II, Public Services, provides equal access to emergency services to all individuals.	Refer to Student Manual 6-3 Use overhead #12
IV. TTY Devices, MASS Relay Center * TTY - Teletypewriter - is the preferred term in Massachusetts for the telecommunications machine. * Mass Relay Operator is available to act as a communication intermediary	Refer to Student Manual 6-4
V. Categories of TTY users A. There are six categories of TTY users: *Deaf *Hard of Hearing *Late Deafened *Deaf / Blind *Speech Impaired *Hearing	Refer to Student Manual 6-5 to 6-7 Discuss and differentiate

B. Types of Hearing Loss

1. Discuss range of hearing loss according to audiogram
2. Discuss myths and realities of hearing aids. Hearing aids do not make a person have normal hearing.
3. Discuss use of Audio function key for hard of hearing individual.

Use overhead #13

Provide example

VI. American Sign Language (ASL)

A. Unique and Independent language.

1. ASL has rules for sentence structure, time references and grammar.
2. Based on how world is seen, not how it sounds.
3. Does not have a written form; therefore must "borrow" English words to express ideas, thoughts, and comments.

B. Some TTY users are not fluent in written English: therefore, telecommunicators must avoid use of idioms, complex sentences, uncommon vocabulary and punctuation. Be direct and as simple as possible.

Use overhead #14

C. Language Translations

* Instructor will provide example*

Refer to Student Manual 6-10

VII. Silent Calls

* Every silent call must be processed as a TTY call prior to being released. To do this, press the TTY function key twice. (When you hear the Tweedle tones, the APU will automatically place unit into TTY mode)

VIII. TTY Etiquette / Procedures

Refer to Student Manual 6-11 to 6-13

A. There are a number of very important but basic things to remember when handling a TTY call:

1. Don't panic - handle the call as you would handle any 9-1-1 call.
2. Be patient- as a rule these calls take much longer to complete.
3. Keep the conversation direct and simple.
4. Only one person can type at a time - you cannot interrupt the caller.
5. Always verify critical information such as telephone number and address.
6. Use the code "GA" - which means go ahead - when you are done typing and want the caller to begin.
7. Do not use punctuation.

8. Avoid use of English idioms, complex sentence structures and uncommon vocabulary, for example:
   for location = place
   rescue = help
   dispatch = send
9. If you are typing a question put the letter Q at the end not a question mark,
10. If you make a mistake use the letters "XXX" to make changes.
11. The code SK means stop keying - use this to indicate you are finished with the call and ready to release it - Don't hang up until the caller responds with SK.

B. Overall the TTY system is simple to use:
   1. To toggle between the TTY screen and the ALI screen press the TTY key once and the ALI request key once. After verifying the address return to the TTY screen by pressing the TTY key once and the ALI request key once.
   2. To transfer a call - first verify the person you are transferring it to are TTY users - if they are not you will have to relay the information between the caller and agency.
   3. Remember do not use the 3-way conferencing feature with the TTY callers who call in on 9-1-1 lines or the 2-way emergency line.
   4. There are a number of common TTY abbreviations that will help you effectively communicate with a caller. They are located on the back of the Job Aid.

C. Some key things to remember when responding to TTY calls.
   1. Patience is important, TTY calls generally take longer to handle.
   2. Use the GA to indicate to the caller it is their turn to type.
   3. At the end of the conversation make sure the caller responds with the code SK before you release the call.

IX. Hands on usage of TTY in role play 9-1-1 scenarios

Instructor will on a student by student basis conduct a 9-1-1 role play in TTY for hands on practical application.

Summary presentation

This lesson should provide the student with an understanding of Deaf Culture: TTY users, processes and functions: TTY call handling: and public safety emergency services responsibility under ADA.

Segment Lesson Plan

Review Day One

Course title Enhanced 9-1-1 Telecommunicator Training

Lesson title Review of Day 1

Author SETB

Classroom hours 2 hours

Date written April 1995

Audience Public Safety Personnel

Date revised

Class size 10

****

Goals

The goal of this lesson is to provide students with a thorough and intensive review of all materials covered in Day 1 to include all terminology, functions, and processes related to APU equipment, SRC and E9-1-1 Overview.

****

Objectives

At the completion of this lesson the students will be able to identify orally and in writing; and , demonstrate in practical exercises, the following:

Objectives from course APU/ SRC/ Overview/ TTY.

****

Testing procedures **Refer to Intro A Section**

Methods of instruction

Aids etc.

References

****

Prerequisites

Refer to Intro A Section

****

Training environment

** Refer to Intro A Section **

****

Instructor qualifications

** See attached Instruction Qualification Guidelines**

Outline	Trainer Notes

Review List

* PSAP....
* Protocol to Answer 9-1-1 lines....
* APU....
* 1st Point of reception of 9-1-1 call?
* Primary PSAP types? located?
* Secondary PSAP types? located?
* Selective Routing process
* MAARS Equipment
* E9-1-1 Database information gathered from?
* Cellular call routing process
* Control Cabinet
* ESN?
* ESZ?
* ANI screen is....
* NPD is....
* APU modes?
* Abandoned call?
* SRC?
* ALI screen is....
* Log on / Log off process
* Class of telephone service?
* Disability Indicator?
* Line pick up keys - how many? - types?
* SETB is....
* ASL is....
* ADA?
* Inter PSAP line is....
* Default PSAP.....
* Function Keys....Usage of each one?
* TTY...punctuation?
  - ask questions....
  - mistake made.....
* LED lights.....?
* Dial Pad Keys...function of each
* Audio Key
* Terminate call?
* TTY user types
* Hearing aid....
* Silent call?
* TTY verify ALI....toggle
* Speed dial
* Transfer of calls

Review Job Aid, review exercises in manual

The trainer will have students either demonstrate and / or discuss/ provide oral answer to review questions asked by trainer.
Trainer will emphasize students comfort level with material:
* Ask - does everyone understand this?
* Ask questions?
* Remind to use Job Aid.

Segment Lesson Plan

Call Handling

Course title Enhanced 911 Telecommunicator Training

Lesson title Call Handling

Author SETB **Classroom hours** 2

Date written April 1995 **Audience** Public Safety Personnel

Date revised **Class size**

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Goals

This lesson is designed to provide students with a basic guideline for call answering techniques within the Statewide Enhanced 911 System. The recommended verbal interaction and thought procedures to be used by PSAP Telecommunicator will be covered in this lesson.

****

Objectives

Upon completion of this lesson the student will be able to demonstrate orally, in writing and during hands on activities/exercises, the following:

- the log on/log off process and procedure;
- the role of the telecommunicator as the professional public safety "voice of authority"
- prompt answering of 911 calls, the importance of preface to putting some one on hold and general guideline to call prioritization;
- the ALI verification process;
- incoming call procedures;
- control of conversation and interrogation utilized by telecommunicators;
- critical calls and non critical calls guidelines for handling;
- issues relating to legal advice;
- special call handling guidelines for silent, abandoned, and hang up calls;
- and, identification of bogus calls.

****

Testing procedures ** Refer to Intro A**

Methods of instruction

Aids etc.

References

****

Prerequisites

****

Training environment

****

Instructor qualifications

See Instructor Qualifications/Certification Guidelines

Outline	Trainer Notes
1. Call Handling Overview	Refer students to Manual pages 7-2 to 7-3
A. Stress: phone is most available and important means a citizen has of obtaining access to Public Safety Services	Overhead #15
B. This lesson in call handling will provide basic guidelines to ensure an appropriate response to requests for assistance. It will also cover the establishment of acceptable call answering techniques within Statewide Enhanced 911 system.	Remind class that local operating procedures will be developed in each agency for specific response measures and protocol
C. As a telecommunicator within your PSAP you represent the Commonwealth of MA, the Enhanced 911 system and the entire public safety profession	Overhead #16
2. Log On Process	
Each telecommunicator approved to answer 911 calls on the E911 PSAP equipment will be given an operator ID number. This is utilized to Log On/Log Off.	Overhead #17
3. Voice of Authority	Overhead #18
A. Average citizen calls 911 once in life	Refer to Student Manual 7-4 and 7-5
B. Encounters should be positive event for citizen	
C. What you say and how you say it are significant and effect outcome of call because people are in a panic or crisis situation	
D. Be clear, concise, and professional	
E. The tone and fluctuation of your voice can sometimes say more than words	Put this on the board, Ask for examples
4. Prompt Answering	
A. Citizens expect emergency calls to 911 will be answered promptly. The following guidelines ensure prompt answering:	
*1. 911 lines must always be answered first *2. Be prepared to handle an emergency on any line *3. Always preface putting someone "on hold" *4. Get back to original call as soon as possible	Overhead #19

B. Prompt answering of 911 calls is an effective safeguard against citizen complaints.

Refer students to Standards on bottom of 7-6

5. ALI Verification

A. ALI information will assist telecommunicator in answering questions about the call.

B. Use ALI information to support any information provided by the caller.

C. Use ALI information to confirm the location of the incident.

Remember an incident may be occurring at a location different from what is displayed on the ALI screen

D. Always verify the location of the incident

E. All information on the ANI/ALI screens is confidential. Therefore, as a telecommunicator you must:

Overhead #20

1. never communicate any details to a caller

2. never pass along any ANI/ALI information to a caller

6. Incoming Call Procedures

A. The Enhanced 911 system requires uniformity among PSAP's.

1. All incoming 911 calls must be answered: "911, this line is recorded. What is your emergency?"

Overhead #21

2. Information must always be verified with the caller to determine exact location where emergency service is needed.

3. No caller shall be procedurally required to speak with more that two call takers: the Primary PSAP call taker and the remote agency call taker.

4. Local procedures shall be developed to advise calling party that call is being transferred and to remain on line.

7. Control of Conversation

A. 911 caller is usually in a stressful situation. Therefore, telecommunicator must be in control of the conversation. Following guidelines should be utilized:

Refer to Student Manual 7-10 to 7-11

- treat caller with respect
- speak in a calm, competent tone
- display an interest in caller
- never give legal advise
- do not use public safety jargon

Refer to Student Manual 7-12

Explain that this is the way you calm the caller
Provide an example

B. The hysterical/emotional caller requires the techniques of Personality Projection of Persistent Repetition to overcome the mental state and to control the conversation.

Explain that this is when you repeat a request
Provide an example

1. Personality Projection
Those positive verbal actions on the part of the telecommunicator designed to "break through" the emotional barrier of the hysterical caller.

Overhead #22

2. Persistent Repetition
Requires that you repeat the described request each time in the same identical way. Be firm and in charge.

Discuss with class how tape shows persistent repetition and personality projection

Refer to Student Manual 7-13
to 7-19
Overhead #23

C. Telecommunicators should be aware of the following basic guidelines related to call handling:

1. Enhanced 9-1-1 Standards require that 9-1-1 call be answered within 10 (ten) seconds during average busiest hour.

2. 9-1-1 calls have answering priority over all other calls

3. Prioritization of multiple incoming calls is dependent upon local procedure/dept. policy

4. Telecommunicators must be inquisitive. Ask questions, get all of the information in order to determine type of response needed to effectively handle emergency, Write the information down.

5. Telecommunicators need to take charge of

conversation and ask pertinent questions

6. Never give legal advice to callers - suggest alternative action a caller may take

7. Critical Calls and Non Critical Calls to 9-1-1 need to be differentiated according to local procedure. However, the following guidelines are provided for Critical Calls:

Overhead #24

- determine if call is valid;
- determine if emergency is "in progress" or just occurred;
- is injury or death involved;
- transfer or dispatch call

8. Non Critical Calls that may have a lapse in response time require the follow:

Overhead #25

- explain reason for delay;
- advise that unit will respond ASAP;
- and request a call back if circumstances change

8. Special Call Handling

Certain types of calls require special attention and the following guidelines are minimum standards a telecommunicator must keep in mind when processing silent, abandoned and hang up calls.

A. Silent Calls

Refer to Student Manual 7-20 to 7-22

* When a call is silent and no verbal response can be obtained, telecommunicator should enter TTY mode by getting TTY function key twice.

Reference silent call procedure and video

* if still no response, follow local procedures and send appropriate units to investigate. It could be dept. policy to send multiple response units.

Refer to Job Aid

B. Abandoned Calls

* if abandoned call is received...use ANI Store/Re dial feature to store number and call party back.

Review all ANI and ALI redial process

* When calling back:
1. if no answer follow local procedures;
2. if person answers-never assume that's the person who called or the one who has the emergency.
3. and, if caller is giving vague or confusing answers, units should be dispatched according to local procedure.

C. Hang Up Calls

C. Hang Up Calls

* For a hang up call received...use ANI Store/Re dial to store the ANI information.

* call back and/or send an appropriate response team dependent upon local procedures.

D. Bogus Calls

The receipt of a 911 call without caller actually dialing 911. May result from phone repairs, mis-dialing, static, severe weather, cordless phones and programming.

Refer to Student Manual 7-22

9. Review Exercises

Refer to Student Manual 7-23

Do review exercises on page 7-23 with class.

CALL PROCESSING PROTOCOL FOR SILENT CALLS TO THE ENHANCED 9-1-1 SYSTEM

Silent calls to Enhanced 9-1-1 can consist of a variety of call types; a TTY call, a caller who is unable to speak due to illness (i.e. heart attack, seizure, stroke, etc.), an individual who may not be able to speak aloud (i.e. home invasion / domestic violence situation, etc.)

In order to identify the proper call type and thus to be able to process the call in the most efficient and effective fashion, the MA SETB has developed to following "silent call processing" protocol.

Upon receipt of a 9-1-1 call to a PSAP in Massachusetts, the telecommunicator will verbally answer that call, "9-1-1, THIS LINE IS RECORDED WHAT IS YOUR EMERGENCY?" If the caller does not respond verbally, the telecommunicator will then begin to process this call as a silent call. This is done as follows:

***1.)** Call will be tested for TTY by pressing the TTY Function key twice. The first preprogrammed TTY message will be sent, "9-1-1 nd polce fire amblnce q ga". The telecommunicator will then be in the TTY mode, ready to handle the TTY call. In the event that there is no response to the initial TTY message, "9-1-1 nd polce fire amblnce q ga"; the telecommunicator should send that message one more time via the preprogrammed message by pressing: "MEM * 0." If this is a TTY call and the TTY caller responds, the call can then be processed.

***If not, proceed to step 2.**

Note: Please be aware that if during the TTY test of the call, a caller should hit any key (i.e., "1", "2", "3") it will be displayed in the lower left hand field of the ANI screen; indicating that the caller needs the appropriate emergency response. The TTY call processing can then be stopped by pressing the TTY function key twice to come out of the TTY mode and reestablish voice path.\

***2.)** The requirements for Step 1 have been satisfied, and you have determined that the call cannot be processed as a TTY call. Press the TTY function key twice to come out of the TTY mode and to reestablish voice path. The telecommunicator will now run through the following process, for those individuals who may have called 9-1-1 with the ability to hear and without the ability to speak:

a. Verbal command to the caller, **"If you need the Police, Press "1" on your touchstone pad; Fire, Press "2"; an Ambulance, Press "3".**

*If you receive a response to this request, you will see the indication of the key pressed in the lower left hand field of you ANI screen. It may look like this, DIAL: "1" (This would indicate a request for Police response).

***Proceed to next step ...b.**

*If no response, repeat the request once more. If you still receive no response, process call as an actual "silent call" to 9-1-1 using your local procedures.

b. Confirm the indicated response by asking the caller, **"You have indicated that you need a Police response if this is correct, please Press "1".** (use "2" if initial request was for Fire, use "3" if initial request was for Ambulance).

*If you receive a response to this request, you will see an indication of the next key pressed in the lower left hand field of your ANI screen. It may look like this, DIAL: "11" (This indicates, as in example above, a request for Police response: "1", followed by a positive confirmation of this request: "1").

***Proceed to next step ...c.**

Note: The lower left hand field of the ANI screen will sequentially note the display of each number key pressed during the conversation, by either the caller or the telecommunicator. The display screen will show the numbers for a limited amount of time. **To recall the display, the telecommunicator should press the * or the # key.** The display of number keys pressed remains available while the telecommunicator remains on the line.

c. Upon confirmation of assistance needed at that location, the telecommunicator can follow local procedures and dispatch the appropriate emergency service to that address.

d. Additional questions may also be asked in a "yes or no" format, which will allow the caller to respond by utilizing a "4" for yes and a "5" for no.

***For statewide uniformity** it is important that only the "4" be used for a "yes" response and only the "5" for a "no" response. In the future there will be a public education campaign and the numbers "1" through "5" will be identified for universal usage as "1"= Police, "2"= Fire, "3"= Medical, "4"= Yes, "5"= No.

Segment Lesson Plan

Ancillary Equipment and Maintenance

Course title Enhanced 9-1-1 Telecommunicator Training

Lesson title Ancillary Equipment and Maintenance

Author SETB

Classroom hours 1/2 hour

Date written April / May 1995

Audience Public Safety Personnel

Date revised

Class size 10

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Goals

The goal of this lesson is to provide students with a working knowledge of Ancillary Equipment associated with Enhanced 9-1-1.

****

Objectives

At the completion of this course, the student will be able to:

- explain in writing and demonstrate in practical application, use, and functions of printer, recording equipment, and power sources.

****

Testing procedures ** Refer to Intro A Section **

Methods of instruction

Aids etc.

References

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Prerequisites

** Refer to Intro A **

****

Training environment

****

Instructor qualifications

** Refer to Instructor Certification Qualifications / Guidelines **

Outline	Trainer Notes
I. Overview	Refer to Student manual 8-2
A. E9-1-1 equipment installed at many PSAP's will have ancillary equipment installed at the same time. These include printers, instant playback units, recorders, and back up power sources.	
II. The instructor will then cover specifics relating to the:	Refer to Student Manual 8-3 to 8-12
A. Printer 1. function 2. call detail record 3. ribbon cartridges 4. loading paper 5. printer maintenance	Overhead #26
B. Call check units 1. function 2. controls / indicators 3. recording	Refer to Student Manual 8-13 to 8-19
C. Master Logging Recorder 1. function 2. operating procedures (based on local protocol)	Refer to Student Manual 8-23 to 8-28